DOCUMENT RESUME

ED 342 208 FL 018 289

AUTHOR Rubenstein, Dorothy J.; Rothman, Sylvia
TITLE Spanish Immersion Program Needs Assessment Survey. I. For Parents and II. For Teachers and Results of the Culver City Spanish Immersion Program 1987 Neeeds Assessment .
INSTITUTION Advocates for Language Learning, Culver City, CA.; Culver City Unified School District, Calif.
PUB DATE 89
NOTE 36p.
PUB TYPE Reports - Research/Technical (143) -- Tests/Evaluation Instruments (160)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Educational Assessment; Elementary Education; *Immersion Programs; *Needs Assessment; *Parent Attitudes; *Program Effectiveness; Program Evaluation; *Spanish; Surveys; *Teacher Attitudes
IDENTIFIERS *Culver City Public Schools CA

ABSTRACT

The results (compiled in 1989) of two studies relating to the Culver City (California) Spanish Immersion Program are presented. The program, begun in 1971, provides immersion education for kindergarten through fifth grade and is articulated with a middle school program for immersion students. In 1987, two surveys gathered parent and teacher perceptions of the program's strengths and weaknesses. The first of the two documents consists of the survey instruments. The second document summarizes the survey results as compiled for presentation to parents, teachers, and administrators. The quantifiable results of the parent survey are presented in chart form, and specific written comments are quoted or paraphrased. Parent comments were sought concerning specific aspects of the English reading and language arts curriculum, the Spanish language and content area curriculum, homework, goals, program areas of strength and weakness, and areas of concern or interest. The teacher survey sought comments from immersion teachers concerning the program's philosophy and goals, teacher training, program planning and evaluation, characteristics of immersion students, needs, and aspects of interest or concern. (MSE)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED342208

I. SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY FOR PARENTS

II. SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY FOR TEACHERS

Dorothy J. Rubenstein, Ph.D.
Sylvia Rothman, Ph.D.

A Cooperative Project between the
Culver City Chapter of Advocates for Language Learning (ALL)
and
The Culver City Unified School District
1987

FL018289

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Methen, N

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

BEST COPY AVAILABLE

INTRODUCTION

The Culver City Spanish Immersion Program (SIP) provides students with the opportunity to develop the abilities to understand, speak, read and write Spanish on a level approximating native Spanish speaking students through participation in a supportive school setting conducted in Spanish. In this program, students study almost all regular elementary school subject matter in Spanish while developing English language competences through a part-time English reading/language arts curriculum. Research has demonstrated that students in this program acquire good Spanish communication skills while maintaining English skills on a par or better than peers who follow an English-only curriculum.

The Culver City program was modeled after Canadian French Immersion programs, and is the oldest second language immersion program to be established in a public school in the United States. It was established in September 1971 with one kindergarten class and now has been explanded through the fifth grade. At the Middle School, immersion students may continue their Spanish language studies with an elective Spanish language class for immersion students.

Although the Culver City program has been in existence for almost two decades, no systematic needs assessment had been conducted to determine the strengths and weaknesses of the program through the eyes of parents. With the help of two parents in particular, the support of Advocates for Language Learning, and the cooperation of the school district, the first needs assessment was designed and conducted in 1987. Included in this paper are the two surveys designed for the project. The first seeks parent assessment of the program and the second teacher assessment. Results of the survey were tabulated and presented to parents, teachers and administrators at a group meeting. The specific findings from the surveys are available in another ERIC publication.

I. SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY FOR PARENTS

SPANISH IMMERSION PROGRAM
NEEDS ASSESSMENT SURVEY
1987

Please complete one of these forms for each child you have in the Spanish Immersion Program and return it to your child's teacher by

Grade Level of Child _____
Sex of Child M F

DIRECTIONS; Please circle one choice for each 1-5 scale. If you have no opinion or don't know about a particular category, circle the "x". Feel free to make any pertinent comments. If you need more space, continue on the back of the paper.

Please rate your overall satisfaction with the program in each of the following areas:

	Very Satisfied		Moderately Satisfied		Very Dissatisfied	Don't Know
ENGLISH						
Reading Comprehension	1	2	3	4	5	X
Writing	1	2	3	4	5	X
Spelling	1	2	3	4	5	X
Vocabulary Development	1	2	3	4	5	X
Computer Skills	1	2	3	4	5	X
Materials (texts, spellers, etc.)	1	2	3	4	5	X
SPANISH						
Reading Comprehension	1	2	3	4	5	X
Oral Language Development	1	2	3	4	5	X
Vocabulary Development	1	2	3	4	5	X
Writing Skills	1	2	3	4	5	X
Math	1	2	3	4	5	X
Social Studies	1	2	3	4	5	X

SPANISH con't.	Very Satisfied		Moderately Satisfied		Very Dissatisfied	Don't Know
Science	1	2	3	4	5	X
Art	1	2	3	4	5	X
Materials (texts, spellers, etc.)	1	2	3	4	5	X
Penmanship	1	2	3	4	5	X

Please make any specific comments or observations about the English or Spanish program in the space below.

SPANISH LANGUAGE EXPERIENCES OUTSIDE OF SCHOOL

Estimate the number of weeks your child has vacationed or studied in a Spanish speaking environment outside of school (Total for child's lifetime.)	0	1	2	3	4	5	6	7	8	9	10	11	12	More than 12

Estimate the number of hours per day your child hears Spanish spoken on a regular basis outside of school.	0	< 1	1-2	2-3	> 4

	Comprehends Completely		Comprehends Some		Comprehends Very Little	
How well does your child comprehend Spanish when it is heard outside of school?	1	2	3	4	5	X

HOMEWORK

Rate your child's ability to complete homework assignments independently in the following areas:

	Needs No Assistance		Needs Some Assistance		Needs a Great Deal of Assistance	Don't Know
ENGLISH						
Reading	1	2	3	4	5	X
Spelling	1	2	3	4	5	X
Writing	1	2	3	4	5	X
SPANISH						
Reading	1	2	3	4	5	X
Spelling	1	2	3	4	5	X
Writing	1	2	3	4	5	X
Social Studies	1	2	3	4	5	X
Science	1	2	3	4	5	X
Math	1	2	3	4	5	X

Make any other comments or observations you may have about homework assignments in the space below.

	Always		Sometimes		Never	Don't Know
Does your child have anyone available to him/her who speaks Spanish and can therefore help with Spanish homework assignments?	1	2	3	4	5	X
How often is such a person consulted for help with homework assignments?	1	2	3	4	5	X

	Excellent Follow-up		Moderate Follow-up		Very Poor Follow-up.	Don't Know
Rate your assessment of follow-up on student work.	1	2	3	4	5	x

ATTITUDE	Excellent		Indifferent		Very Poor	Don't Know
Rate your child's general attitude toward school.	1	2	3	4	5	X
Rate your child's general attitude toward Spanish.	1	2	3	4	5	X

GOALS AND PROGRAM IMPROVEMENT

What was your goal or objective in enrolling your child in the Spanish Immersion Program?

Is that goal being met? Please explain.

What area(s) of strength do you see in the Spanish Immersion Program?

What area(s) is (are) of greatest concern to you for program improvement?

List any specific ideas you have for program improvement.

	Very Well Informed		Somewhat Informed		Very Poorly Informed	Don't Know
Do you feel you are adequately informed about your child's progress in school?	1	2	3	4	5	X

Do you have any questions about second language acquisition that you would like addressed?

How could the local Culver City ALL newsletter best serve you?

Any other questions or comments?

II. SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY FOR TEACHERS

TEACHER NEEDS ASSESSMENT FOR
THE SPANISH IMMERSION PROGRAM
1987

1. Why did you choose to teach in the Spanish Immersion Program?

2. What are your goals as a SIP teacher for your students?

3. How do you perceive teaching in the SIP to be different from teaching in the mainstream English program?

4. How do you perceive teaching in the SIP to be different from non-immersion language programs?

5. What training have you had for teaching Spanish Immersion?

6. Do you feel your training is adequate? Please explain.

7. In what areas would you like to have more teacher training?

8. How does the SIP staff engage in on-going planning and evaluation of the SIP?

9. What do you see as your greatest needs as a teacher in the SIP?

10. What do you see as the strengths of the children you teach in the SIP?

11. What do you see as the weaknesses of the children you teach in the SIP?

12. Do you feel your students have acquired the Spanish/English language skills necessary to satisfactorily complete subject area assignments (math, science, social studies, reading, writing, etc.). Please comment.

13. What observable effects has the exchange program had on language acquisition for the student participants?

14. What would make your job as a SIP teacher easier?

15. How could ALL be of the most service to you as a SIP teacher?

16. Any other comments or observations?

Advocates for Language Learning (ALL)
Culver City Chapter
P.O. Box 4964
Culver City, CA 90231
(213) 397-2448

1987

RESULTS OF THE CULVER CITY SPANISH IMMERSION PROGRAM
1987 NEEDS ASSESSMENT

Dorothy J. Rubenstein, Ph.D.

A Cooperative Project between the
Culver City Chapter of Advocates for Language Learning (ALL)
and
The Culver City Unified School District
1989

INTRODUCTION

The Culver City Spanish Immersion Program (SIP) provides students with the opportunity to develop the abilities to understand, speak, read and write Spanish on a level approximating native Spanish speaking students through participation in a supportive school setting conducted in Spanish. In this program, students study almost all regular elementary school subject matter in Spanish while developing English language competences through a part-time English reading/language arts curriculum. Research has demonstrated that students in this program acquire good Spanish communication skills while maintaining English skills on a par or better than peers who follow an English-only curriculum.

The Culver City program was modeled after Canadian French Immersion programs, and is the oldest second language immersion program to be established in a public school in the United States. It was established in September 1971 with one kindergarten class and now has been explanded through the fifth grade. At the Middle School, immersion students may continue their Spanish language studies with an elective Spanish language class for immersion students.

Although the Culver City program has been in existence for almost two decades, no systematic needs assessment had been conducted to determine the strengths and weaknesses of the program through the eyes of parents. In 1987, Advocates for Language Learning, with the cooperation of the school district, designed and conducted the first needs assessment. Two surveys, one for parents and one for teachers, were developed. (The actual surveys are available through another ERIC document entitled, "I. Spanish Immersion Program Needs Assessment Survey for Parents, II. Spanish Immersion Program Needs Assessment Survey for Teachers.") Results of the surveys were tabulated and related to parents, teachers and administrators at a group meeting. The following pages present those results.

The surveys offered an ideal opportunity to quantify and tangibly present parents' and teachers' perceptions of the program. The process enabled both parents, teachers and administrators to examine concrete evidence in support

of the program and of change. It opened the channels of communication and strongly validated a hard working group of teachers.

The year following the completion of the needs assessment, some additions were made to the program. The parent support group, ALL, through the coorperation of the school district, organized and financed through direct donation, a native-speaking instructional aide program. This program was implemented in direct response to the parents' and teachers' identified priority to provide more native-speaking language models in the classroom. District budgetary restrictions preclude district support of the immersion program in this way, but the parents were committed enough to the concept to voluntarily contribute to a fund which would provide this needed language modelling. A parent, teacher, administrator, and language expert district-wide advisory council was also established. This was the first time the district had provided and supported the opportunity for parents, teachers, administrators and university experts to meet on a regular basis to confer about the immersion program and advise it. In addition and in response to teacher needs, more instructional materials were purchased for the immersion classrooms by the parent support group, ALL.

It cannot be unequivocally stated that these changes were a result of the surveys. They weren't entirely. However, because data from the surveys presented quantifiable information, they helped to pinpoint concerns, set priorities, provide support for accomplishments and guide the process of change. Although, the surveys at first met with some resistance, in the end, they served to open and facilitate communication.

ADVOCATES FOR LANGUAGE LEARNING NEEDS ASSESSMENT SURVEY FOR SPANISH IMMERSION - 1987

TABLE OF CONTENTS

	Page
SUMMARY OF THE RESULTS OF THE 1987 SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY - PARENTS	1
TABLES SHOWING PERCENTAGES OF RESPONSES FOR EACH CATEGORY OF THE PARENT SURVEY	5
TABLES SHOWING THE RANK ORDER OF RESONSES	8
SUMMARY OF PARENT WRITTEN COMMENTS	9
SUMMARY OF THE RESULTS OF THE 1987 SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY - TEACHERS	14

SUMMARY OF THE RESULTS OF THE 1987 SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY - PARENTS

In December, 1987 the Culver City Chapter of ALL conducted a parent needs assessment survey for the elementary program of the Spanish Immersion Program. The following pages present the summary of the findings for that survey. The quantifiable results from the survey are presented in chart form while the specific written comments made for each section are first summarized and then presented in a somewhat more elongated form. In the more elongated form the number of individuals making statements related to a particular category are indicated in parentheses following each entry.

QUANTIFIABLE RESULTS

Out of a total enrollment of 123 students at the elementary level of SIP, 68 surveys were returned. This represents a return rate of 55.3%. The results from those 68 surveys were then tallied and converted to percentages. Finally, the individual comments were summarized.

The charts on pages 5-7 represent the summation of the quantifiable responses. The results for each category are presented as a percentage of the total number of responses. The total percentages for each category compute to within plus or minus two percentage points. The total number of responses can be found in the last column of each category.

The charts on page 8 present the percentages of responses for each category in a ranked order. The results were organized in this manner to facilitate interpretation. For example by examining the ranked order of the chart entitled "Percentage Ranking: Most Satisfied," it is easy to see that people are most satisfied with Spanish Vocabulary Development since 46% of the respondents marked the "Very Satisfied Column" for Spanish Vocabulary Developmnt. Similarly, it might be inferred that the respondants are least satisfied with Spanish Science since only 14% of the respondants marked the "Very Satisfied Column" for science. Examining the rank orders of each area, therefore, provides one way of highlighting the areas that might be earmarked for program strength or improvement.

As the summary charts indicate, in general, the parents are overwhelmingly satisfied with the program. Overall, thirty-eight to 79% of the respondents indicated they were quite satisfied with the program in each specific

area surveyed while only 4-13% indicated dissatisfaction with any particular area.

Descriptive Data

In addition to questions designed to measure overall satisfaction with the program, several were designed to measure attitude and language exposure outside of the school environment. The results of those questions are summarized below.

Sixty-three percent of the students in the elementary SIP have not vacationed in a Spanish speaking setting. On the other hand 35% have vacationed in a Spanish-speaking environment from 1 week tc more than 12 weeks.

Fifty-seven percent of the SIP students do not hear Spanish spoken on a regular basis outside of school. Conversely, 42% hear some Spanish other than in school during the day. Additionally, 47% of the students always have a Spanish speaker available to them, but only twenty-two percent of the respondents indicated their children never consulted such persons for help. In other words, 75% need some assisstance with Spanish assignments.

Only 15% of the respondents indicated that their child comprehened very little Spanish when it was heard outside of school. The greatest percentage (38%) indicated that their child's comprehension was moderate.

The majority of parents (92%) indicated that their child's attitude toward school was good to excellent. Similarly, 91% indicated their child's attitude toward Spanish was good to excellent.

The greatest percentage of parents (42%) indicated that they were very well informed about their child's progress in school. Only 2% indicated they were very poorly informed.

WRITTEN COMMENTS

Not all individuals wrote comments. However, in an attempt to quantify the comments, they were first typed out verbatim and then categorized by topic. If three individuals made approximately the same comment, that particular comment was given a score of 3. Some comments appeared only once. However, it might be inferred that many valid statements and concerns were made about the program by only one or two individuals. The comments represent a sampling of how individuals feel, but they also represent a wealth of ideas and insights into the program that might be given consideration by individuals or groups who want to thoughtfully examine the program in more depth.

English Reading/Language Arts

The comments, in general, reflect some concern over the English reading/language arts program. These might give some indication that the English reading/language arts

program should be given some review.

Spanish Curriculum

There was no particular unity to the comments directed to the Spanish curriculum. Several centered around the difficulty of Social Studies and Science in Spanish for non-native Spanish speakers. A few centered around the areas of the need for new or additional materials, writing, penmanship, art, computers and math. The dedicated teachers of the SIP were also mentioned in addition to the need for a program coordinator.

Homework

The majority of the written comments involving homework centered around the difficulty non-Spanish speaking parents have helping their children with Spanish homework assignments. Several comments also centered around the amount and appropriateness of math homework.

Goals

In general, almost everyone enrolled their children in the program to learn a second language at a young age and to be exposed to another culture. Several comments also addressed the notion that parents wanted their children to have more challenge and stimulation in school than a regular English-only program might provide. Sixty-six percent of the individuals indicated that their goal was being met, while 23% indicated their goal was being partially met, and 11% indicated that they were undecided or didn't know yet.

Areas of Greatest Strength

Overwhelmingly, the dedicated teachers were cited as the greatest strength of the program. The high parent participation in the program was also cited. Additional stengths were, learning appreciation for another culture, the opportunity to learn another language easily, the students' sense of accomplishment, the opportunity to expand interests, and total immersion in another language.

Areas of Greatest Concern

Even through only the elementary school was surveyed, the area of greatest concern involved the quality of the Middle School program and expansion of the SIP to the high school.

At the elementary school program level, the need for a program coordinator, the need for more Spanish-speaking aide time and a concern over class size and combination classes were cited most frequently. Concern was also expressed over children suffering in English skills as a result of participating in the program, a lack of district and school board support for SIP, and too much English spoken in the classrooms.

Other Areas

Eight questions concerning second language development were generated as a result of the survey. These might serve as topics for parent education.

Most of the comments concerning the newsletter indicated that parents would like to have a list of Spanish cultural events presented in the newsletter to which they might take their children. They would also like to know about other SI programs and ideas for at home language activities.

Percentage of Respondents

	Very Satisfied 1	2	Moderately Satisfied 3	4	Very Dissatisfied 5	Don't Know ?	NA	Total # Responses
ENGLISH								
Reading Comprehension	30	10	4	6	9	9	10	67
Writing	27	35	11	8	2	9	9	66
Spelling	33	25	16	4	3	7	10	67
Vocabulary Development	40	25	18	3	1	3	9	67
Computer Skills	18	21	18	1	3	30	9	67
Materials	31	22	19	6	4	9	6	67
SPANISH								
Reading Comprehension	34	29	15	0	4	16	1	68
Oral Language Development	43	31	13	1	4	7	0	68
Vocabulary Development	46	29	10	3	3	6	0	68
Writing Skills	34	29	12	9	1	15	0	68
Math	41	38	7	1	3	7	1	68
Social Studies	22	34	9	7	3	22	3	68
Science	14	24	15	6	3	33	5	66
Art	21	34	18	7	6	13	0	67
Materials	24	42	7	7	1	18	0	67
Penmanship	25	34	21	4	6	9	0	67

Number of Weeks Vacationed in a Spanish-speaking Environment

	0	1	2	3	4	5	6	7	8	9	10	11	12	More than 12
Percentage	63	6	9	1	4	1	1	0	0	0	0	0	10	3

# of hours per day hears Spanish	0	<1	1-2	2-3	>4	Total # Responses
Percentage	57	22	9	10	1	68

Spanish Comprehension Outside School	Comprehends Completely 1	2	Comprehends Some 3	4	Comprehends Very Little 5	Don't Know	Total # Responses
Percentage	12	25	38	7	15	3	68

Homework	Needs No Assistance 1	2	Needs Some Assistance 3	4	Needs a Great Deal of Assistance 5	Don't Know	Not Applicable	Total #
ENGLISH								
Reading	25	27	19	4	10	7	6	67
Spelling	28	16	28	3	9	7	7	67
Writing	21	28	24	7	7	7	4	67
SPANISH								
Reading	30	17	26	5	8	6	9	66
Spelling	28	16	28	3	9	7	7	67
Writing	28	22	31	3	6	4	6	68
Social Studies	18	17	26	5	6	15	14	66
Science	17	14	29	2	5	28	15	65
Math	32	26	23	6	6	5	3	66

Anyone Available for Spanish?	Always 1	2	Sometimes 3	4	Never 5	Don't Know	Total # Responses
Percentage	47	7	12	12	22	0	68
How Often Used?							
Percentage	22	11	24	19	21	2	63

Follow-up	Excellent Follow-up 1	2	Moderate Follow-up 3	4	Very Poor Follow-up 5	Don't Know	Not Applicable	Total # Responses
Percentage	37	25	20	2	6	9	2	65

Attitude Toward School	Excellent 1	2	Indifferent 3	4	Very Poor 5	Don't Know	Total # Responses
Percentage	55	37	6	0	0	1	67
Attitude Toward Spanish							
Percentage	55	36	6	0	1	1	67

Adequately Informed?	Very Well Informed 1	2	Somewhat Informed 3	4	Very Poorly Informed 5	Don't Know	Total # Responses
Percentage	42	28	25	3	0	2	64

Ranking Percentage: "Most Satisfied" Column

Spanish Vocabulary Development 46%
Spanish Oral Language Development 43%
Spanish Math 41%
English Vocabulary Development 40%
Spanish Reading Comprehension 34%
Spanish Writing Skills 34%
English Spelling 33%
English Materials 31%
English Reading Comprehension 30%
English Writing 27%
Spanish Penmanship 25%
Spanish Materials 24%
Spanish Social Studies 22%
Spanish Art 21%
English Computer Skills 18%
Spanish Science 14%

Ranking Percentage: "Very Dissatisfied" Column

English Reading Comprehension 6%
Spanish Art 6%
Spanish Penmanship 6%
English Materials 4%
Spanish Reading Comprehension 4%
Spanish Oral Language 4%
English Spelling 3%
Computer Skills 3%
Spanish Vocabulary Development 3%
Spanish Math 3%
Spanish Social Studies 3%
Spanish Science 3%
English Writing 2%
English Vocabulary Development 1%
Spanish Writing Skills 1%
Spanish Materials 1%

Ranking Percentage:
Two "Most Satisfied" Columns

Spanish Math 79%
Spanish Vocabulary Development 75%
Spanish Oral Language Development 74%
Spanish Materials 66%
English Vocabulary Development 65%
Spanish Reading Comprehension 63%
Spanish Writing Skills 63%
English Writing 62%
English Reading Comprehension 60%
Spanish Penmanship 59%
English Spelling 58%
Spanish Social Studies 56%
Spanish Art 55%
English Materials 53%
Computer Skills 39%
Spanish Science 38%

Ranking Percentage:
Two "Most Dissatisfied" Columns

Spanish Art 13%
English Reading Comprehension 10%
English Writing 10%
English Materials 10%
Spanish Writing Skills 10%
Spanish Social Studies 10%
Spanish Science 9%
Spanish Penmanship 9%
Spanish Materials 8%
English Spelling 7%
Spanish Vocabulary Development 6%
Spanish Oral Language Development 5%
English Vocabulary Development 4%
Computer Skills 4%
Spanish Reading Comprehension 4%
Spanish Math 4%

SUMMARY OF THE COMMENTS ON THE ENGLISH AND SPANISH PROGRAMS - PARENTS

Misc. Comments

1. Children enjoy the program. (4)
2. Pleased with the program. (2)
3. Grateful the program is offered. (1)
4. Had many objections before 4th grade - but now they are eased. (1)
5. Many of the categories don't apply to kindergarten. (2)
6. It's hard to evaluate. (1)

English Reading/Language Arts

1. Overall the English reading/language arts program is weak; the SIP students are at a disadvantage in English reading; there are SIP students who are reading below grade level who in a regular program would be reading above grade level. (5)
2. Spelling could be tougher. (2)
3. Would like a re-examination of the no English reading policy until 2nd grade in light of research and other SIP program designs. (1)
4. Should have a transitional reading program for 2nd graders covering "missed material" in grades K/1 for SIP children. (1)
5. Parent works at home with English reading K SIP student. (1)
6. Satisfied with English reading thanks to Reading Lab. (1)
7. Lack of English instruction not a problem. (1)
8. Little continuity in reading program. (1)

Spanish Language Development

1. Good oral Spanish development. (3)
2. Would like Spanish language development to be 100% in kindergarten; no English. (1)
3. Students need more Spanish to comprehend texts. (1)
4. Not enough opportunities to hear different accents. (1)
5. Doesn't use Spanish at home. (1)

Social Studies/Science

1. Would like science and social studies in English due to the students' limited Spanish vocabulary. (3)
2. Social studies and science are at very difficult reading levels. (2)
3. Would like more science. (1)

Materials

1. Need for a new reading series in Spanish. (1)
2. Books are too old. (1)
3. Need more Spanish books in the library. (1)

Writing

1. General lack of writing skills development; assignments are usually "use the word in a sentence." (1)
2. Book reports are not challenging. (1)

Penmanship

1. Need for more directed penmanship instuction. (2)
2. Cursive writing instruction should start in 2nd grade for all students. (1)
3. Penmanship is up to the child to develop; not the program's responsibility. (1)

Art

1. Art is great in kindergarten and then it seems to disappear. (1)
2. No art instruction in Spanish or English. (1)
3. What happened to the C.C.E.F. program? (1)

Computers

1. Lack of supervision makes computer time wasted. (1)
2. Free time with computer games is not appropriate. (1)

Math

1. Child enjoys math. (1)

Coordination of Program

1. Need for someone knowledgeable to coordinate, plan and evaluate the program. (3)

Teachers

1. Dedicated teachers with supportive, positive attitudes. (2)

HOMEWORK

Misc. Comments

1. Many questions do not apply to kindergarten children.

Quantity of Homework

1. Send more homework. (3)
2. Too little homework. (2)
3. Adequate amount of homework. (1)
4. Too much homework. (1)
5. Amount of assignments at the beginning of the year are overwhelming; perhaps year should start with smaller loads and then build up. (1)
6. Have seen no math homework. (2)
7. Too little math homework. (1)

Homework in Spanish

1. There is a problem with Spanish homework and English speaking parents. (3)
2. Would prefer no Spanish homework; difficult for non-Spanish speaking parents. (3)
3. Perhaps homework assignments should be in English or math computation only so non-Spanish speaking parents can assist without frustration. (2)
4. Child does not have enough Spanish vocabulary to do social studies and science homework without help. (2)
5. The social studies text is too difficult. (2)
6. Would prefer math homework to social studies homework for non-Spanish speaking parents. (1)
7. Math homework in Spanish is OK. (1)
8. Needs a great deal of assistance with Spanish story problems. (1)
9. Spanish spelling homework has not seemed to include much understanding of the words' meanings. (1)
10. Sometimes hard to understand Spanish instructions. (2)
11. Would like English translation for Spanish instructions or develop a bilingual instruction guide for parents. (3)
12. A list of books for home use with Spanish homework would be helpful. (1)
13. Spanish assignments involving comprehension are generally stressful for the student and parents. (1)
14. Child loves Spanish homework. (1)
15. Child understands Spanish homework. (1)

Quality/Appropriateness of Homework

1. Assignment are simple and easy; generally understood (2)
2. Assignments seem hit and miss with little rational development. (1)
3. Why are some assignments in Spanish and some in English when the curriculum is supposed to be in Spanish only for grades K-1? (1)
4. Sometimes child is unclear as to what is homework. (1)
5. Child's math skills for homework are weak. (1)
6. Assignments are perfunctory, not challenging, interesting or fun; educational value not apparent. (1)
7. Rigidity of the district toward homework may engender negative feelings about school and learning. (1)
8. The seriousness of homework was a shock. (1)
9. The need for assistance with homework is OK; indicates homework is a challenge. (1)

Communication with Home about Homework

1. Parent wants to be notified ASAP regarding incomplete assignments. (2)
2. Child doesn't always bring assignments home. (1)
3. Would like the "date contract" system adopted before 4th grade. (1)
4. Enjoy prior notification for long-term assignments. (1)

GOAL FOR ENROLLING CHILD IN SIP

Summary

Goal being met - 66% responded yes.
Goal partially being met - 23% responded yes.
Undecided/don't know yet - 11%

Comments

1. To learn to speak and write a second language. (20)
2. To learn a second language at a young age. (14)
3. To be bilingual in Spanish and English. (14)
4. To have challenge, excitement, stimulation, enrichment. (10)
5. To speak Spanish as a second language. (6)
6. To appreciate the Latino culture. (5)
7. To relate to child's own heritage. (5)
8. To be exposed to another culture. (4)
9. To maintain good English skills while developing 2nd language skills in a natural, supportive setting. (4)
10. To have good teachers. (4)
11. To be part of a program with high parent involvement. (4)
12. To be part of a program with a good reputation and successful alumni. (3)

13. To be comfortable with another language. (3)
14. To obtain a broader educational view of the world. (3)
15. To have greater educational opportunity. (2)
16. To speak a language which is an asset to living in the SW USA. (2)
17. To expand children's interest in languages. (2)
18. To provide future employment opportunities. (2)
19. To improve attitudes toward other cultures. (1)
20. To learn to read and write. (1)
21. To have exposure to another language. (1)
22. To teach my child phonics. (1)
23. To expand knowledge of languages. (1)
24. To provide a setting much like a private school in a public school. (1)
25. To provide the child with bilingual skills so the child can help Spanish speaking people live in the USA. (1)
26. To fulfill the child's dream of speaking Spanish. (1)
27. To keep an open mind about new areas of knowledge. (1)
28. To have the second child in the family share a language with a child already in the program. (1)
29. To fulfill the family's interest in foreign languages. (1)
30. To increase verbal skills. (1)

AREAS OF GREATEST STRENGTH

1. Teacher enthusiasm, creativity, strength, support, experience; quality of instruction. (22)
2. Parent dedication, participation, involvement, support, enthusiasm. (16)
3. Learning appreciation of another culture. (11)
4. The opportunity to learn; become fluent in another language. (10)
5. The opportunity to learn a language easily, at a young age, without fear. (8)
6. The students' sense of accomplishment and self-esteem from learning another language. (5)
7. The opportunity to expand interests and horizons. (5)
8. Total immersion in language (when implemented). (5)
9. The opportunity to develop the mind by learning another language. (4)
10. Materials. (3)
11. Good track record, success rate, great alumni. (3)
12. Student excitement about learning; motivation. (2)
13. Still evaluating; don't know. (2)
14. Sound system; great theory. (2)
15. All scores by 5th grade compare favorably with English only students. (1)
16. By 5th grade they are biliterate and bilingual. (1)
17. Provides growth opportunities. (1)
18. None. (1)
19. Great foundation. (1)
20. Well-organized. (1)
21. Maintenance of a regular staff. (1)
22. The quality of the program is related to the teacher and his/her strengths. (1)
23. It provides the students with a sense of collaboration, cooperation and a sense of common goals. (1)
24. High emphasis on academics. (1)
25. Learning correct pronunciation. (1)
26. Reading and writing. (1)
27. Generally outstanding. (1)

AREA OF GREATEST CONCERN

Middle School

1. Concern over SIP at the Middle and High schools; maintaining a high quality program there; expanding the program to the high school. (12)
2. Spanish as an elective at the Middle School precluding other electives. (4)
3. Coordination of elementary and middle school SI programs. (1)

Elementary School

1. More Spanish speaking aide time. (9)
2. Need for a program coordinator, coordination of the curriculum an overriding philosophy and consistency throughout the program. (10)
3. Teacher sutdent ratio: class size, combination classes. (9)
4. Concern over suffering in English skills. (6)
5. Lack of district/board support for and promotion of SIP. (6)
6. Too much English spoken. (6)
7. None. (4)
8. Need for more Spanish oral language and vocabulary development. (3)
9. English reading/language arts program. (3)
10. Need for more science. (3)
11. Need for more art. (3)
12. Lack of individualized instruction; children cannot develop at their won rates. (3)
13. Spanish reading comprehension. (2)
14. Transition program from Spanish to English reading. (2)
15. When a grade level is split between two teachers, the same lesson plan should be followed. (2)
16. Inclusion of more native speakers in the program (2)

17. Overlooking of important academic areas: science, math, history. (1)
18. Ratio of boys to girls in each class. (1)
19. Program day too short. (1)
20. Missing basics because of language barrier. (1)
21. "Bull-dozing of children. (1)
22. Learning English skills later than peers. (1)
23. Should have more "sharing" of special programs with the rest of the school. (1)
24. Understanding Spanish homework instructions. (1)
25. That the program is continued. (1)
26. Lack of discipline. (1)
27. English writing skills. (1)
28. Incorporating both languages more. (1)
29. Learning fundamental skills: spelling, vocabulary, writing, verbal skills. (1)
30. Student competitiveness. (1)
31. Lack of Spanish books in library. (1)
32. Maintaining motivation for language learning. (1)
33. Substitutes; two years of poor teachers. (1)
34. Student stress. (1)
35. Wish social studies were taught in English. (1)
36. Spelling (1)
37. That kindergarten be 100% immersion. (1)

QUESTIONS ABOUT SECOND LANGUAGE ACQUISITION

1. How can Spanish language acquisition continue to grow at the Middle and High schools? Need some ALL meetings with those in charge to explain SIP at those levels.

2. How do acquired language skills relate to college programs, i.e. scholarhips, etc.?

3. The rationale for teaching Spanish reading first with so little oral Spanish language development.

4. Is there any sort of stress effect for Spanish Immersion students?

5. How are the CC teachers trained. How are immersion teaching techniques different from other language programs?

6. A list of reference materials or specific materials on second language acquisition made available in the school library.

7. A list of what to tell well-meaning relatives, friends and strangers who think we are peculiar for enrolling our child in SIP.

8. How can students be encouraged to use language more actively?

HOW THE NEWSLETTER CAN HELP

1. List local events pertaining to Spanish/Mexican culture.

2. Inform about interesting or new programs in the classrooms.

3. Provide sample activities for parents to do at home with their children.

4. Help parents learn Spanish.

5. List dates of speakers.

6. List materials for parents.

7. Provide relevant articles about research in immersion education.

8. Keep readers up to date on current issues.

9. Get adopted by a Spanish organization.

10. Provide information about other SI programs.

11. Inform parents of adult Spanish classes.

12. List members of local school board who support the SIP.

13. Articles from parents, teachers, past students.

14. By addressing issues that are of concern to the CC SIP.

OTHER COMMENTS SUGGESTIONS

1. I am concerned about replacing a teacher who is out with a lengthy illness. If a bilingual teacher is not available a "full time" English teacher should be used. A consisten English teacher is far better than ten substitues who may speak some Spanish.

2. I have been very satisfied with the program with the exception of some of the recent thrid grade teachers. We now have four quality teachers, but if the times comes when we may need to recruit a new teacher, we must find a way to insure that we will get an outstanding teacher who understands the program.

3. Now that there are other school districts with immersion programs going beyond the elementary level, I'dlike to see a study done on what they are doing so that we can drav from them.

4. Some seventh grade English teachers expect the child to have covered all parts of speech and grammar in 5th and 6th grades. This problem should be linked into by a coordinator to see what should be covered by Spanish Immersion.

5. I would like to see the SIP available in other (local), etc., school districts.

6. The concern over Middle School children having to drop Spanish to take an elective.

7. Overall, the idea of SIP is great, but the program needs some leadership and guidance. If my kid has a good teacher, everything is fine, but if s/he doesn't....

8. I feel ALL should be the logical mdium to link the SIP children with Spanish speaking children. To do this we suggest: (a) An expansion of the school exchange program either from one month to three months or from one month to six months. (b) Establishment of an ALL program bringing together SIP children with local Spanish speaking children...such as visits with them a sites such as "Casa de Ninos," and other link-ups with similar organizations. (c) Establihment of periodic trips by ALL families to Spanish speaking areas. (d) Linking ALL to existing exchange programs so the SIP children would have enhanced exposure to the Spanish language.

9. The SIP program lights up our lives. Thank you!

SUMMARY OF THE RESULTS OF THE 1987 SPANISH IMMERSION PROGRAM NEEDS ASSESSMENT SURVEY - TEACHERS

At the same time that the parent survey was distributed at El Rincon to SIP parents, the elementary SIP teachers were asked to complete a similar survey. All four teachers in the elementary program took the time to complete the surveys.

The purpose of the survey was to provide some background information about the SIP teachers as well as seek out the teachers' thoughts about and insights into the program. It is ALL's hope that the information provided by the teachers' surveys and the information provided by the parents' surveys will converge to provide a more complete assessment of the program than that provided by just one set of data.

A summary of the teachers' ideas and comments follows.

PHILOSOPHY-GOALS

All of the teachers strongly believe in bilingual education and share a deep commitment to immersion as the approach to second language acquisition. They generally agree that the goal of the SIP is for students to enjoy Spanish language and culture as well as to communicate in Spanish.

All of the teachers perceive teaching in the SIP to be more challenging and difficult - but also more rewarding - than teaching in a monolingual English program.

TEACHER TRAINING

All of the teachers have come to the SIP from experience in bilingual education programs. Some have had special training in immersion via total language response techniques, 2nd language theory and practice, natural approaches to second language learning, and drama techniques. Many immersion techniques have been developed over the years by the teachers themselves.

All of them feel they have had plenty of training for immersion. At this point, however, they would welcome more opportunities to refine their skills, gather new ideas and evaluate materials.

PROGRAM PLANNING AND EVALUATION

On-going planning and evaluation is generally accomplished through informal meetings. There has been

less opportunity for these activities during the last few years. Although teachers informally evaluate and plan on an on-going basis, the CTBS is the primary formal evaluation instrument.

CHARACTERISTICS OF SIP STUDENTS

The teachers characterize the SIP students as motivated, expressive, creative, open, committed and well-cared for emotionally and physically. They also see high parent involvement in the program and children with high self-esteem.

They also, however, see more working mothers than in the past. Consequently, there is less classroom help than in previous years. They also see elements of competitiveness, parental pressure and "fast-track" life styles in the children.

In general, the teachers feel the children have acquired adequate English/Spanish language skills to satisfactorily complete school work. They estimate that only 15% of the students do not meet the criteria of being at or above grade-level. They also suggest that English language skills may be somewhat delayed until the end of 2nd grade, but those differences disappear by the 5th grade

NEEDS

The following list of needs were identified by the teachers. The list represents no particular order or ranking.

1. More Spanish materials: workbooks, hands-on materials, dispensible materials, books, games.
2. Less children/more help.
3. Tape recorders that work.
4. Support (There appears to be less support than in previous years.)
5. Less complaints
6. Native speakers in the program.
7. More bilingual help.
8. More time.
9. Release time for professional exchange.
10. More adult-Spanish speaking models.
11. More support for new parents.
12. A parent "hot-line."
13. Time to create and refine materials.
14. More district support.
15. Money
16. Two-hour aides.

17. Lower teacher/pupil ratios.
18. Parent education (unrealistic expectations and misunderstanding of methods and goals on the part of parents).
19. Methods to handle complaints about new teachers.
20. Appreciation.

GENERAL COMMENTS

In their final comments, the teachers suggest that up until this time the program has run on teacher energy and that teacher energy is no longer sufficient to keep the program strong and healthy. After re-evaluation of the original conceptualization of the program, they conclude that extra money is needed to properly support the program and that they need more time, support and recognition. They also suggest that considering the age of the program, it should be more "together."

Finally, one teacher directly addressed the ALL parents by saying,

"Please keep up the excellent job you've been doing in supporting both the children and the teachers in te CCSIP - we appreciate and need it!! Please help us all to keep our standards high and our spirits positive, and thank you for being part of this exciting, challenging experience."

A SPECIAL THANK YOU TO THE TEACHERS WHO TOOK THE TIME TO COMPLETE THE SURVEYS.

Advocates for Language Learning (ALL)
Culver City Chapter
P.O. Box 4964
Culver City, CA 90231
(213) 397-2448